

part 3

Examples of Acceptable Use Policies

Establishing clear and simple "Rules of the Road" is essential in making the Information Superhighway safe and enjoyable for everyone. The following Acceptable Use Policies are examples of how schools, libraries, and community centers can create guidelines for users of the Information Superhighway. Although the policies on the following pages provide a good idea of the scope of the rules of the road, guidelines can and should be different for each institution or community. After all, there will be as many different opportunities and challenges confronting schools, libraries, and community centers as there are different institutions. While not endorsing the following policies specifically, the Council applauds the initiative shown by these institutions and urges that all others participating in the Information Superhighway formulate policies that best fit their own circumstances.

Norwood Network Acceptable Use Policy

As a member of the Norwood School community, a community based on intellectual growth and moral responsibility, you are invited to participate in using the Norwood Network. The Norwood Net is a computer network being developed to connect people and information in support of Norwood School's educational mission. Access to Norwood Net resources is a privilege offered to all Norwood School faculty and staff, enrolled students, their parents, and other members of our school community as determined by the administration, technology specialist and educational technology committee(s). The Network is to be used for *educational purposes*, defined as purposes directly related to a Norwood School assignment, project, project job, or function for which the user is responsible.

Every Norwood Net user is expected to act in a responsible, ethical and legal manner, in accordance with the Norwood Net Acceptable Use Policy (including the User Responsibilities described on the reverse of this page), the guidelines of the other networks they use, and other applicable state and federal regulations. Norwood School enforces this Policy at all times. Ultimately, however, parent(s) and guardian(s) of minors are responsible for setting and conveying the standard that their child(ren) should follow. Your child has been taught acceptable computer use in school and he/she helped develop the Norwood School Computer Rules which every Norwood student is required to sign and follow.

Before a Norwood Net account can be offered to your family, we ask that you review the Policy with all those who will be authorized to use the account (Norwood School students and their parents). Please sign the consent form to indicate your support of this policy and your agreement to adhere to it as privileges are made available to you. Norwood School supports and respects each family's right to decide whether or not to accept Norwood Net access.

Norwood Network privileges will be made available only to those agreeing to the User Responsibilities described herein. Once agreed to, violation of the Acceptable Use Policy may result in restricted network access or loss of network privileges, at the discretion of the educational technology specialist and school administration. If necessary, disciplinary and/or legal action will be enforced.

I have read in full the Norwood Network Acceptable Use Policy (including the User Responsibilities listed on the reverse) and agree to support and uphold the Policy for my personal use and use of my child(ren). I understand that any violation of the Policy may result in loss of my privileges to use the Norwood Net. I also understand that if I knowingly allow others to violate these rules, I may lose my personal access. My signature shows this understanding.

Please sign the appropriate space(s):

Norwood Faculty/Staff: _____

Date

Norwood Parent: _____

Norwood Net User Responsibilities:

Policy:

1. I agree to uphold Norwood School community values and represent Norwood School positively as I use the Norwood Network and in other electronic communications.
2. I will respect the privacy of all information on the network and on individual computers. I will not attempt to read, delete or modify files belonging to other users. Nor will I attempt to gain unauthorized or illegal access to resources on the Norwood Net or elsewhere.
3. I will not copy or transfer any copyrighted software on workstations or on the Norwood Network without appropriate permission.
4. I will act responsibly to help ensure safe computing both at home and at school and I will not intentionally introduce a virus on a workstation or on the Norwood Network.
5. I will not write, produce, or generate any computer code or message on the network that might disrupt or adversely affect any network users or resources.
6. I will not use the computer to annoy, hinder or harass other users on the Norwood Network or in electronic communications outside of Norwood School.
7. I agree to use appropriate language on the network and in all communications that I may send over the network. I will not use obscene, abusive, or threatening language nor will I store or print obscene or pornographic text or images.
8. I understand that I am using the Norwood Net at my own risk. Norwood School assumes no responsibilities for:
 - a) the content of any advice or information received by a user from a source outside the Norwood Net, or any costs incurred as a result of seeing or accepting such advice.
 - b) any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the Norwood Net or Norwood School.

While it is impossible to document all appropriate conduct, the following procedures serve as a guide for acceptable network use:

9. I agree to use all computer and network resources appropriately. I will not authorize any other person to use my account, or network privileges.
10. I will not give out my password or attempt to discover or use someone else's login name or password.
11. I will not tamper with or alter computers or associated equipment, including software. I will report any problems to the educational technology specialist, or appropriate school personnel, as soon as possible. I will not knowingly allow others to abuse the system.
12. I agree to be courteous by quitting applications and logging off on the network appropriately. I also agree not to use finite resources wastefully including access time on the network. I will help keep my disk storage space at an acceptable level by regularly deleting unnecessary files.
13. I understand that Norwood School has the right to monitor student accounts, as necessary, to ensure smooth network operations and acceptable use. The system administrator(s) may set quotas for and monitor disk usage and access time. Furthermore, they reserve the right to remove files if, after appropriate warnings, disk space quotas are not maintained.
14. I will not use my account or the network for financial or commercial gain.
15. I agree to surrender my electronic mail account and network privileges under the following conditions:
 - a) graduation or departure from Norwood School either as a student, family or faculty member, unless granted extended access.
 - b) as requested by the educational technology specialist and School administration as a result of a violation of the Norwood Net Acceptable Use Policy.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Information Technology Division

Acceptable Use Policy for LAUSDnet:

Computers are used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet, a network of networks, allows people to interact with hundreds of thousands of networks and computers. It is a general policy that all computers used through LAUSDnet are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to the policy and the guidelines for use of LAUSDnet include:

- Violating the conditions of California Education Code dealing with students' rights to privacy.
 - Using profanity, obscenity, or other language that may be offensive to other users.
 - Reposting (forwarding) personal communication without the author's prior consent.
 - Copying commercial software in violation of copyright laws.
 - Using the network for financial gain, for commercial activity, or for any illegal activity.
- The person to whom an account is issued is responsible at all times for its proper use.
- LAUSDnet users should change their password frequently.
 - Users must not give a password to another user.

Because access to the Internet provides connections to other computer systems located all over the world, users (and parents of users who are students) must understand that neither the Los Angeles Unified School District or any District staff member controls the content of the information available on these other systems. Some of the information available is controversial and, sometimes may be offensive. The Los Angeles Unified School District does not condone the use of such materials.

LAUSDnet acceptable use policy rules and regulations:

- The Internet account is free to users.
- It is a privilege to receive an Internet address.
- A RESPONSIBLE user of the Internet may keep an LAUSDnet account as long as the user is a staff member or student in the Los Angeles Unified School District.

A responsible user may:

- Use the Internet to research assigned classroom projects.
- Use the Internet to send electronic mail (e-mail) to other users.
- Use the Internet to explore other computer systems.

A responsible user:

- May NOT use the Internet for any illegal purpose.
- May NOT use impolite or abusive language.

- May NOT violate the rules of common sense or etiquette.
- May NOT change computer files that do not belong to the user.
- May NOT send or receive copyrighted material without permission.
- May NOT share his or her password with anyone.

Note that LAUSDnet system operators will have access to all user accounts, including e-mail.

By signing on to LAUSDnet you acknowledge that you:

- Understand the rules and regulations of the LAUSDnet Acceptable Use Policy.
- Realize that, if the rules are violated, your LAUSDnet account will be canceled.
- Understand there will be no second chances.

Teacher AUP MAY 1995

STUDENT SIGNATURE AND PARENTAL CONSENT FORM

LAUSDnet (Internet) Account

(Note: If a student is too young to read the Acceptable Use Policy, please provide assistance. The purpose of the Acceptable Use Policy is to provide information, not to exclude anyone.)

Student last name Student first name

School name

Teacher name

Date student completed Internet Test

I have read the Acceptable Use Policy. I have completed the Student Internet Test. If I follow the rules I may keep my account on LAUSDnet. If I do not follow the rules in the Acceptable Use Policy, I understand that my network account will be taken away from me. I understand that there will be no second chances.

Student Signature Date

PARENTAL CONSENT

I have read the LAUSDnet Acceptable Use Policy and the LAUSDnet Student Internet Test. I understand that the Internet is a worldwide group of hundreds of thousands of computer networks. I know that the Los Angeles Unified School District does not control the content of these Internet networks. When using the Internet, I realize that students may read material that I might consider controversial or offensive. The Los Angeles Unified School District has my permission to give an Internet account to my child. I understand that my child may keep this address as long as procedures described in the Acceptable Use Policy are followed.

Parent or guardian signature

Date of signature

Los Angeles Unified School District Student Internet Test

(Note: If a student is unable to read the Internet Test, a teacher may assist by reading the questions and marking the answers. This "test" is a tool to teach Internet etiquette, NOT a test to exclude anyone. If a student does not pass the test, the issues should be discussed and the test given again.)

True or False (Circle the correct answer)

1. A student or teacher may not use the Internet to sell anything. True or False
2. The Internet is made up of many computer networks. T or F
3. It is OK to share your password with friends. T or F
4. Copyrighted material may be software, books, or files written by others. T or F
5. I can swear or verbally abuse anyone using e-mail if I don't know the person I am writing to. T or F
6. "Download" means: receive a file from another computer. T or F
7. I should delete files, including old e-mail messages, from my account to save space on the computer. T or F

Multiple Choice: (Circle the correct answers)

8. If you think that someone is using your password,
 - a) change your password
 - b) notify the teacher or network administrator
 - c) don't worry about it
 - d) a and b
9. When using e-mail, you
 - a) may send letters to anyone and say anything
 - b) may send e-mail for fun to anyone
 - c) never know who is reading your mail
 - d) must remember Acceptable Use Policy
 - e) c and d
10. If you need help,
 - a) ask the network operator or your teacher
 - b) look for help on the Internet
 - c) experiment
 - d) all of the above
 - e) none of the above
11. A computer "virus" is a problem. You should
 - a) check your disks for viruses
 - b) scan downloaded files for viruses
 - c) not worry about viruses because there are none on the Internet
 - d) not worry because the District will take care of it
 - e) a and b

JCPS-NET USE PROCEDURE

Net technologies are shifting the ways that information may be accessed, communicated, and transferred. Those changes may also alter instruction and student learning. Jefferson County Public Schools (JCPS) offers students access to the electronic information highway and the Internet. We call this service JCPS-Net.

Along with access to computers and people all over the world comes the availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all materials. Ultimately, the school staff, parents, and guardians of minors are responsible for setting and conveying the standards that students should follow when using media and information sources. JCPS supports and respects each family's right to decide whether or not to allow their child to apply for access to JCPS-Net.

JCPS-Net Use Rules and Responsibilities

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

JCPS-Net is providing for students to conduct research and communicate with others in relation to school work. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. *Access is a privilege, not a right.* Therefore, based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration, faculty, and staff of JCPS may deny, revoke, or suspend specific user accounts.

Individual users of the JCPS-Net are responsible for their use of the network. The use of their account must be in support of education and research and must be consistent with academic expectations of JCPS. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of U.S. or State regulations including copyrighted, threatening, or obscene materials is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.

The user is expected to abide by the following network rules of etiquette:

- Be polite. Do not write or send abusive messages.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges.
- Do not reveal the personal address or phone number of yourself or other students.
- Do not communicate any credit card number, bank account number, or any other financial information.
- Electronic mail is not guaranteed to be private. People who operate the system do have access to all mail. Inappropriate messages can result in suspension of privileges.

-
- Do not use the network in such a way that would disrupt the use of the network by other users.
 - Vandalism—any malicious attempt to harm or destroy data of another user—will not be tolerated.
 - Any questionable action will result in the cancellation of user privileges.

Violation of any of the above mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

JCPS-Net User Agreement and Parent Permission Form

After reading the JCPS-Net Use Rules and Responsibilities, please complete this form to indicate that you agree with the terms and conditions outlined. The signatures of both the student and parent/guardian are mandatory before access may be granted to JCPS-Net. This document, which incorporates the JCPS-Net Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of the Jefferson County Public School District computer network, I have read and hereby agree to comply with the JCPS-Net Use Procedure.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Student's School: _____

Grade: _____ Date of Birth: _____

As parent/legal guardian of the student signing above, I grant permission for my child to access networked computer services such as electronic mail and Internet. I have read and agree to the JCPS-Net Use Procedure, and I understand that I may be held responsible for violations by my child. I understand that some materials on the Internet may be objectionable; therefore I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Street Address: _____

Home Telephone: _____ Daytime Telephone: _____

Complete and return to your child's school.

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

JCPS-NET STAFF USER AGREEMENT FORM

After reading the JCPS-Net Use Rules and Responsibilities, please complete this form to indicate that you agree with the terms and conditions outlined. Your signature is required before access may be granted to JCPS-Net. This document, which incorporates the JCPS-Net Use Procedure, reflects the entire agreement and understanding of all parties.

As an employee of the Jefferson County Public School District and a user of the computer network, I have read and hereby agree to comply with the JCPS-Net Use Rules and Responsibilities.

Signature: _____ Date: _____

Full Name (Please Print): _____

Work Location: _____

Job Title: _____ Date of Birth: _____

Home Address: _____

Home Telephone: _____ Daytime Telephone: _____

Complete and return to your supervisor.

Endnotes

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supported by the National Telecommunications and Information Administration.

16. U.S. Department of Commerce, *National Telecommunications and Information Administration, Connecting the Nation: Classrooms, Libraries, and Health Care Organizations in the Information Age*, June 1995, p. 25. This project is supported by private sector firms and a grant from the Telecommunications Information Infrastructure Assistance Program (TIIAP) of the U.S. Department of Commerce.

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The work of the Council lasted more than 2 years, covered a broad range of diverse and complicated subjects, and required the assistance of many people. The Council wishes to thank all of those people across the country who participated in this undertaking in some way. Without their help, the Council could not have completed its assignment as expeditiously as it did.

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The Council also thanks the members of the Council whose companies and organizations made staff members available to work on this project, and in many cases also provided financial or in-kind resources to support the work of the Council. Several members were particularly helpful in planning, coordinating, and supporting Council meetings held in various parts of the country. Staff members who participated in the work of the Council are listed below.

Finally, the Council thanks the many people who came forward with suggestions and comments about the best approaches to developing the Information Superhighway. These people provided the information for Success Stories and other elements of the Council's companion volume, *KickStart Initiative: Connecting America's Communities to the Information Superhighway*. They included many people who represent key stakeholders in the development of the Superhighway—the educators, librarians, community center directors, local government officials, and business leaders. It is appropriate that the Council end its Acknowledgments with a final thanks to them.

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What is the United States Advisory Council on the National Information Infrastructure?

The United States Advisory Council on the National Information Infrastructure was created by executive order at the end of 1993 by President Clinton. The 36-member advisory panel was formally established and appointed by the Secretary of Commerce Ron Brown in early 1994.

Through its diverse membership, the Advisory Council represents many of the key constituencies with a stake in the National Information Infrastructure (NII), including private industry; State and local governments, community, public interest, education, and labor groups; creators and distributors of content; privacy and security advocates; and learning experts in NII-related fields.

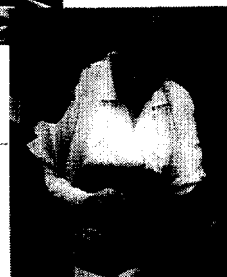
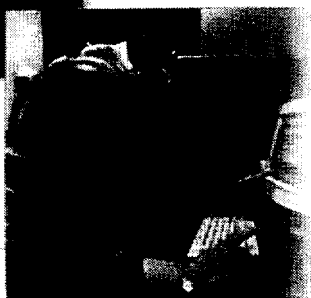
The Advisory Council is co-chaired by Delano E. Lewis, President and Chief Executive Officer of National Public Radio, and Edward R. McCracken, Chairman and Chief Executive Officer of Silicon Graphics. The Council has the responsibility of advising the Secretary of Commerce, and the Administration, on a national strategy for promoting the development of the NII and the Global Information Infrastructure.

The Advisory Council has specifically focused on: defining the roles of the public and private sector; maintaining the balance of protection of intellectual property rights of creators and copyright owners with the needs of users; generating national strategies for developing applications in electronic commerce, education and lifelong learning, health care, government information and services, and public safety; conceiving approaches to maximize interconnections and interoperability of networks; and addressing the important issues of privacy and security.

Information about the Advisory Council and online versions of the Council's documents are available at <http://www.niiac-info.org/~niiac/>

A GUIDE TO GETTING THERE: WHAT THIS PUBLICATION CONTAINS

- Shows that the private sector can and should help bring the Information Superhighway's benefits to all K-12 students and adults;
- Describes real benefits for real people from the Superhighway;
- Proposes opportunities for all students and adults to use the Superhighway through schools, libraries, and community centers;
- Identifies leadership at the community level as the essential ingredient in bringing the Information Superhighway to students and adults, and suggests ways to galvanize leadership;
- Offers community leaders examples in success stories of how to launch KickStart Initiatives, but doesn't mandate a "one-size-fits-all-communities" process;
- Emphasizes the importance of making major advances in educational content for the Superhighway, not just supplying computers and wiring schools;
- Suggests substantially increased and continuing training for teachers, administrators, librarians, and community-center personnel;
- Recommends reasonable and responsible "rules of the road" that will help protect intellectual property, privacy, and security.



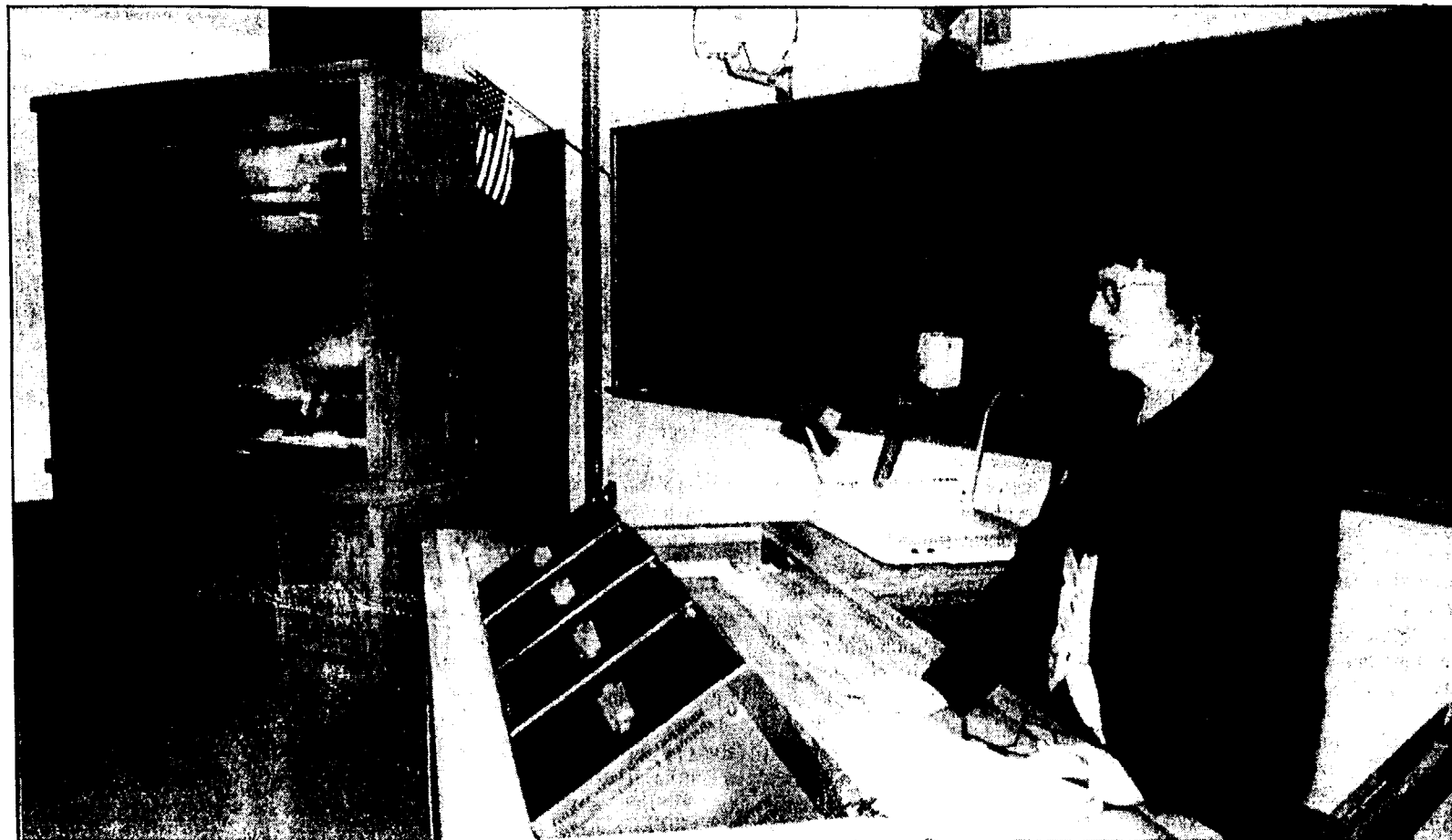
Video brings Rep to voters

By Jay Hauser
Tribune Staff Writer

UNIONTOWN — Freshman U.S. Representative Sam Brownback was in 10 places at once last night.

Using interactive video technology, the former Kansas Secretary of Agriculture conducted a electronic town meeting for residents in Southeast Kansas as well as Manhattan and Topeka to discuss the rapid pace his colleagues have set to change the federal government.

At 10 locations across the southeast portion of the state, about 130 people sat in front of television monitors and peppered Brownback with questions about the federal deficit, replacing the current income tax system with either a flat tax or consumption tax, voucher systems for education, the line item veto, and the state of the country's fi-



Tribune photo/Jay Hauser

At a Uniontown High School site, Lorna Smith facilitated a electronic town meeting Tuesday evening.

nances.

Meanwhile in Washington D.C., Brownback could be seen speaking and answering questions asked of him in Kansas.

"I thought it went well for a first attempt," said Lorna Smith, facilitator for the electronic town

meeting and a instructor at Fort Scott Community College.

About 30 people attended the hour-long meeting at the Uniontown High School. Video conference sites were also set up in Unified School District 246 Northeast; U.S.D. 247 Cherokee; U.S.D. 248

Girard; U.S.D. 404 Riverton; U.S.D. 493 Columbus; U.S.D. 499 Galena; and U.S.D. 508 Baxter Springs.

During the session, Brownback said he was amazed at the speed with which the 104th Congress is moving, but he cautioned that the

federal bureaucracy would have to scale back the way it does business.

"I just think we're going to see less funds and less direction coming out of the federal government

(Continued on Page 2)

Video

(Cont. from Page 1)

because we're busted. We're broke, flat broke," he said.

To rectify the situation, he said that he was in favor of the balanced budget amendment, which would winnow down the national deficit by the year 2002. He added he was also in favor of making changes in the way the government collects taxes.

"There are serious proposals on the table for what is called a flat tax. With a flat tax. . . you set one level of taxation and if you are above a certain income level — a very minimal level — that's the rate of taxation everybody pays. No exemptions, no loopholes, no credits, no nothing," Brownback said.

Brownback added he was also looking at a proposal to do away with the income tax system as it is run now and replace it with a consumption tax.

"These are realistic proposals, either a flat tax or consumption tax would be better than what we have in place now," he said.

Cuts in governmental services would affect all areas, including the 1995 Farm Bill Brownback said.

"Agriculture has taken signifi-

cant budget cuts since 1986. About \$26 billion worth of farm payments is down to about \$10 billion today. If all programs did that we'd be in a lot better shape. There is going to be a continued decline in farm program payments," Brownback said.

"When you have four and a half trillion dollars in debt that's going to happen. But if we can get some regulatory freedom from [the government] it will help the family farmer."

Jackie McClaskey, Brownback's press secretary, said that Brownback was pleased with the turnout and that it will help him focus on the needs of the people in the second Kansas district.

"When you carry 25 counties or more, it is very difficult to get out and see what the people want, so [interactive town meetings] are critical," McClaskey said.

She added that last night's meeting was a test to see if the public in Southeast Kansas was receptive to the town hall meeting concept. After the meeting, participants in all 10 locations were given evaluation forms to fill out. McClaskey said she expected to have the forms back within a week and would then make a decision regarding future interactive meetings.

Students learn about Japanese culture

By Mark Brown
Citizen Staff

About 20 elementary students at Baxter Springs and Riverton completed a two-week class on Japanese language and culture over the Southeast Kansas Interactive Distance Learning Network on Friday.

Fourth, fifth and sixth grade students at six other area schools also participated in the summer enhancement program operated by the Southeast Kansas Education Service Center at Greenbush.

"During the school year it is mostly middle school and high school students who are exposed to the network," said Karen Ahearn, director of communications at Greenbush. "So this gives elementary students exposure to technology in teaching and the opportunity for hands-on cultural activities and awareness."

To enhance the students' experience, Pittsburg State University international students assisted classroom facilitators at each site.

Yoshiko Daniel, Japanese Language instructor, taught the course.

"I think that having them in the classroom makes the instruction the students are getting much more authentic. Not many elementary students are learning, or have the opportunity to learn, about Japanese culture," Ahearn said.

Ayano Nakasone, a senior at PSU majoring in Spanish, assisted Barbara Nelson, a third grade teacher, in the classroom.

Parents and community members were invited

to observe a Japanese festival on Friday where Ayano, who is from Okinawa, performed a Japanese dance. The festival also featured a martial arts demonstration by Mike Tener of Frontenac and his son Mitch, age 10. Tener became involved in martial arts when he was stationed in Japan while in the Marines.

"I want to emphasize that martial arts really is for self-defense and protection. But there are some other reasons, too, outside of protecting yourself," Tener told the students. Those other reasons include self-discipline and exercise.

"You learn how to control your body better and about what you can and can't do," he said.

The students also demonstrated what they learned during the class, including origami, calligraphy, and Japanese language.

The festival concluded with students at all sites participating in "The Coal Miner's Dance."

Besides Japanese culture, elementary students are also learning about Spanish culture over the IDL network. That class began Monday and concludes June 30. Other IDL summer enhancement classes are Chapter 1 Reading and Chapter 1 Math.

Citizen Photo/Mark Brown

Ayano Nakasone, Okinawa, demonstrates a dance Friday at a Japanese festival. The festival was held on the last day of a two-week Japanese language and culture class offered over the interactive distance learning network by the Southeast Kansas Education Service Center at Greenbush.



Baxter Springs Citizen
6/20/95

Students see Russians aren't so different

By Andra Bryan
Girard Press Managing Editor

GREENBUSH — Students from southeast Kansas got to see first-hand that Russian students aren't so different from themselves during a special "field trip" Friday morning. For this field trip, they didn't even have to leave Crawford County.

For nearly two hours at the Southeast Kansas Education Service Center, selected students merged onto the information highway along with participants from Topeka and via technology "drove" straight to Moscow, where they were able to speak with students and teachers from Voronezh who had traveled 300 miles for the interactive conference.

Students at each site introduced themselves and asked and answered questions regarding cultural aspects and education of their respective countries as well as world events.

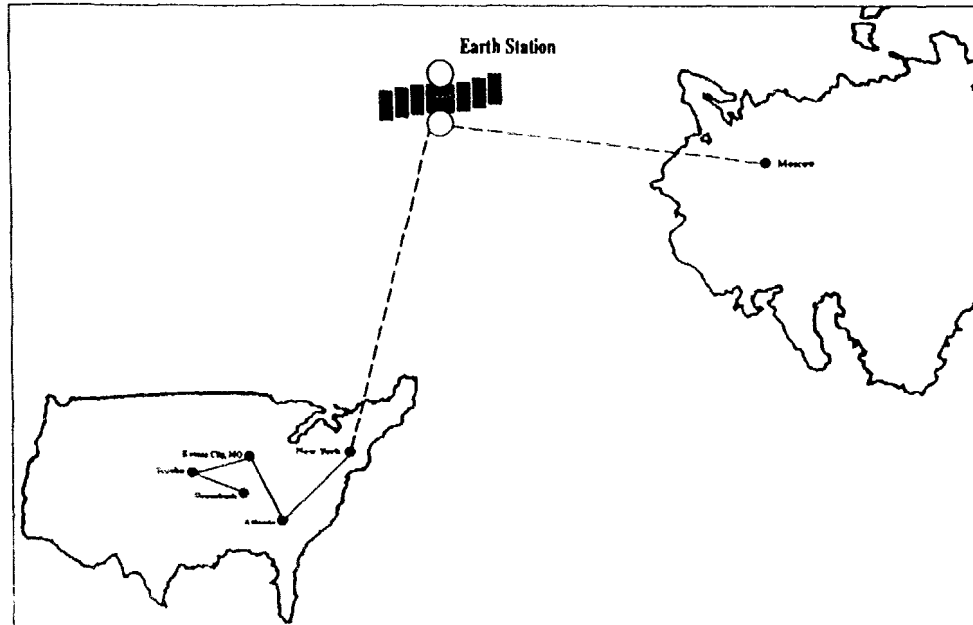
Southeast Kansas students were selected to participate by their high school teachers. Most of these students are enrolled in regular classes on the Southeast Kansas Interactive Distance Learning Network and are therefore comfortable with the technology that enabled them to travel electronically to Russia.

Participating Girard High School students were Mark Bradshaw, Mary Van Leeuwen, Debi Morland, Brandon Brill, and Melisa Bennett.

A fiber optic signal was transmitted between Greenbush and Moscow; Craw-Kan Telephone Cooperative supplied this telecommunications technology for the genesis of the Southeast Kansas Education Service Center's IDL Network in 1990.

This signal travels through cable made of hair-thin glass which transmits light signals instead of electronic signals, like regular wire. One fiber is used for transmitting an outgoing signal, and another fiber is

Taking a field trip to Russia - electronically



used for receiving the incoming signals. Fiber optic cable is capable of transmitting 24 channels per fiber, using an analog transmission method. It is not affected by adverse weather conditions.

The Greenbush facility can transmit 16 different simultaneous channels at once on two fiber strands, something not feasible with copper cable.

While 445 video conferences took place at Greenbush last year alone, the students who participated in Friday's event believe it is one of the most important to ever take place to date.

"We spent a lot of time preparing for it," said Mark Bradshaw. "We read many articles about their country so we could ask questions about politics and their ways of life."

Mary VanLeeuwen said it gave them a global perspective of how Russian students "aren't very different from us in their problems and their clothing and what they like to do."

She, like the other Southeast Kansas students, was impressed with the quality of English the Russian students spoke throughout the conference.

One Southeast Kansas student shared with the Russians that she felt bad that she and her fellow American students couldn't speak Russian.

Most Russian students participating said they enjoy listening to music, reading, and visiting with friends in their free time, although most agreed that free time is limited because of the large amount of homework they must do for school.

Southeast Kansas students said they felt the Russian students and teachers had many good questions about our way of life, such as "Do American students have problems with their parents, and how to they settle those problems?" and "Do you consider Russians your friends?"

Russian students said their school programs are very difficult, and a lot is expected of them to prepare for a future profession. Information is not limited in their country, as sometimes is thought by Americans, because they said they had heard great detail about the Oklahoma City bombing.

A Southeast Kansas student asked the Russians if the benefits of democracy outweighed the cost of change in their country. "It's difficult to speak of the benefits of democracy in our country, because it is still a tense time now," a Russian answered.

"As for teachers, they got much more freedom in their methods of teaching, and can use more creativity now as a result."

Pete Hurt, Craw-Kan, was present to witness the transaction and said he "found it fascinating. Almost unbelievable."

"The clarity is great," he said. "Most of the time you think of this happening in a board room of a Fortune 500 company. It's a real plus for our students."

Hurt said Craw-Kan's support of the project goes back to the company operating as a cooperative for surrounding districts. "We wanted to give something back to the community."

Before signing off and after agreeing to exchange names and addresses for writing each other, the Russian students sang a song in Russian to the Southeast Kansas students. Accompanied by a guitar, they sang a folk song which contained the message, "How wonderful it is we have gathered together."

Southeast Kansas students responded with a round of applause, pleased with the knowledge that in their own way, they contributed to making history.

IDL offers new experiences to growing number of students

Courses once offered in only large districts now available to kids in smaller districts

By TOM EPLING

Morning Sun Staff Writer

GIRARD — Like T.J. Evans, more students are turning on the tube to expand their minds.

No, they aren't watching the latest mind babble on commercial networks. They are tuning in — and doing so in increasing numbers — to a growing slate of classes provided by the Southeast Kansas Interactive Distance Learning Network.

Evans, then a Girard High School junior, enrolled in Japanese I and Meteorology-Astronomy last fall. He learned the basics of speaking an oriental dialect, and got a grounding in how atmospheric forces combine to create weather and climate on Earth.

"These were classes I never would have taken if it hadn't been offered through television," said Evans, 17.

Greenbush, through substantial state Board of Education grants and

fiber optic telephone lines, started IDL with four districts — Northeast, Cherokee, Girard and Columbus — offering five classes to a handful of students.

Since the IDL system began in 1990, seven more schools have tapped into two-way, video and audio that connects students in one special classroom to teachers and students in another school. About 230 students enrolled in IDL classes last year, Greenbush statistics said.

Frontenac High School will also join the network this fall.

IDL will expanded this year to include classes and sites at Pittsburg State University and Fort Scott Community College.

Distance Learning Specialist Carol Woolbright said the network, through funding from participating districts, links students with classes that once were a luxury afforded to young people in only the largest, richest districts.

"Our mission is to provide equal educational opportunities to rural students," said Woolbright. "We don't believe that rural students need to suffer because they attend a small, rural school."

Students at IDL schools sign up for available IDL courses, and meet

with instructors and youngsters in other network classrooms. IDL allows two-way communication between young scholars and teachers. Papers are faxed to the teacher over the telephone.

"You're not there in the classroom to actually physically interact with each student, or provide that physical touch," said Martha Biggs, an advanced placement English teacher who has been on-line with her course for two years. "But you are still very interactive with one another."

Teachers have to make a few adjustments to teach on IDL.

"You have to learn to stay in camera range so students can see you," Biggs said. "You also have to learn to switch cameras so kids can see other students."

T.J. said watching and talking with a teacher on a television screen has advantages and disadvantages.

"I thought it was a lot harder to pick up stuff when a teacher would talk," T.J. said. "You can adjust to that."

"But it was a lot neater to meet people at other schools, people you'd never met before," he added.

USD 250 should know whether it can flip the IDL switch in October. The district has applied for a grant to convert a classroom to IDL operations.